Cross-Cutting Issue 06

Building Comprehensive Partnerships and Alliances for Sustained CPD

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Why networks, alliances and partnerships?

Education systems are becoming increasingly complex in the context of globalization and digitization on the one side, and decentralization and school autonomy on the other. Mediating structures like networks/alliances/partnerships connect various stakeholders within and between different levels of the educational system. They are means for actors engaging in education issues—such as policy makers, school education leaders, researchers, CPD providers and a wider range of stakeholders for CPD- and school development. Networks are intermediate structures—fairly new agents that bolster school autonomy within a field of multiple educational actors by traversing conventional hierarchies. => Solving educational problems in collaborative, innovative and flexible ways.
Main goal with this booklet:

• to establish when and how best to harness the potential of networks within different educational contexts.
• to draw upon examples of our own experiences within CPD networks

Concerns addressed:
• How did/ do we meet difficulties in our network activities?
• What are possible next steps?
Creating sustained CPD networks

In complex school education systems, networks are a stimulatory approach to the
- Support of horizontal decision-making
- Complex problem solving
- Revitalization of intervention/research approaches in schools
- Creation of synergies between stakeholders
- Enhancement of the professional development of teachers
- Support of capacity building in schools
- Mediation between different levels of the school system
- Despite our challenges, networks have the potential to co-create more sustained and comprehensive futures.
Shifting Paradigms: What is next?

• Shared European experience, albeit different contexts of STEM CPD networks: Shared visions, differing founding ideas, varying support from national educational policies (ministries, local educational authorities) => examples in chapter four

• Challenges: common European trends and national/regional specifics

• Intermediaries one of the major strategies in the wake of the paradigmatic shift in the 1990ies: balancing top-down and bottom up educational needs, strategies and requirements.

• Now, in some countries there seems to be a shift in the strategy of policy makers, how to react on that as STEM CPD networks?